DOCUMENT RESUME

ED 217 715 FL 012 984

AUTHOR Liggett, Michael
TITLE Developing Culture Specific Teacher Training Materials: A Case Study of T.E.F.L. Training for Teachers of Arabic Speakers.
PUB DATE May 82
NOTE 24p.; Paper presented at the Annual Convention of Teachers of English to Speakers of Other Languages (16th, Honolulu, HI, May 1-6, 1982).

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Arabs; *Cultural Context; *English (Second Language); Foreign Countries; Inservice Teacher Education; *Language Attitudes; *Language Teachers; *Material Development; *Second Language Instruction; *Teacher Education; Teacher Improvement; Teaching Methods

ABSTRACT

Training materials and a discussion group project for upgrading teaching standards in English as a second language (ESL) in Egypt are described. The hypothesis on which the project was based was that the best way to improve foreign language teaching would be pre- or in-service programs emphasizing attitudes toward language and language learning. The literature which influenced the materials and course design originated in China, Mexico, and Jordan. Materials were developed to cover an introduction and eight discussion papers dealing with pronunciation, writing, classroom management, teacher dominance and other problems peculiar to the area, as well as with how the teachers and students learned classical Arabic and the way this affects expectations in the ESL classroom. Reading materials were developed concerning theory, classroom activities, and materials development ideas. The materials were used with a group of pre- and in-service ESL teachers in ten 3-hour sessions held once each week. Preceding and following the course, a language attitude questionnaire was given to the participants. The questionnaire with its interpretation is included, as well as a critique of the project itself. (Author/AMH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED217715

DEVELOPING CULTURE SPECIFIC TEACHER TRAINING MATERIALS: A CASE STUDY OF T.E.F.L. TRAINING FOR TEACHERS OF ARABIC SPEAKERS

TESOL '82

The "Practical" Background: Visits to Teachers

The Relevant Literature: Reports from China, Mexico and Jordan

The Materials

The Course Design

The Questionnaire: Pre-and Post-Course Administration and Results

Conclusions and Plans

Bibliography of Works Cited

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Michael Liggett

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Michael Liggett
English Language Program
Division of Commercial & Industrial Training
American University in Cairo

FL012 984

The "Practical" Background: Visits to Teachers

At the National Symposium on English Teaching in Egypt (1981) some very straightforward statements were made about the preparation and working conditions of English teachers in Egypt, much of which applies to local and ex-patriate teachers throughout the Arab world and even in the developing countries in general. The main points that emerged from the conference were, I believe, the following:

1) the problems teachers face are either financial, related to classroom conditions or to lack of motivation or a combination of all three;

2) teachers tend to teach as they were taught and to resent or not understand reforms in methodology;

3) teachers want to improve their competence and the few that have received carefully prepared appropriate in-service training have responded.

At the same time, as enrollments increase, there is pressure to utilise teachers who have had no applied linguistics or T.E.F.L. training, and who therefore need to be trained quickly. In the developing countries that do have an educational infrastructure, such as Egypt, teachers of other subjects are suddenly thrown into the E.F.L. classroom. In certain countries in the Gulf, there is dissatisfaction with foreigners and a desire to prepare their own people to teach English.

But what is to be done? It had been noticed that many non-T.E.F.L. trained teachers working in Egypt and the Gulf hold very traditional attitudes toward language and language learning, even though many of these teachers have a very high proficiency level in English. The training materials and discussion group project reported upon in this paper were based on the hypothesis that one of the easiest ways to effect upgrading in teaching standards would be brief pre- or in-service programs emphasizing attitudes toward language

and language learning. Discussions with Arabic-speaking teachers who conducted very prescriptive and teacher centered classes left me particularly interested in the transfer of attitudes about propriety and uprightness in the learning of classical and modern standard Arabic to expectations of what was correct methodology and classroom management in E.F.L. classrooms. Discussion with teachers from Egypt, Lebanon and Jordan revealed the following rather unappealing consensus: language should not change and the purpose of teaching is to prescribe and maintain linguistic standards; all mistakes should be corrected immediately and with firmness, so that students will not learn bad habits; languages are learned for their own sake or to pass a test and students have to discipline themselves to work hard or they will not learn; methods of classroom management should be disciplinarian and correction can be condemnatory and even sarcastic when "the students are lazy."

I was hardly surprised that none of these teachers had heard of Earl Stevick; what matters is that they certainly did nothing to make students "feel good about themselves" and they did everything to put students in a defensive language learning situation. I heard teachers sarcastically repeat incorrect answers several times: for example, "He GOING? He GOING?" They tended to browbeat, repeating drill stimuli over and over and forcing individuals to try again and again when they simply could not get the correct answer. Of the ten or eleven Arabic-speaking teachers of various nationalities whom I visited during a trip to Dhahran, every one conducted totally teacher-centered classes. Some did lively audiolingual drills, some told fascinating antecdotes to illustrate vocabulary, but they all dominated their classes.

These teachers were so conservative and prescriptive partly because they had learned English as well as classical Arabic through grammar translation

or audiolingual techniques, or as one teacher labeled it, by the slap-on-the-wrist method. That is, the entire point of the class is to avoid mistakes. Also, the generation of new teachers now working in Egypt and abroad started out learning English with readers that stressed vocabulary (which was translated) and grammar forms. An example is Model Readers:Reader One, first published in 1955 and used in public schools in Egypt until recently. It is no wonder that teachers feel vocabulary to be the key to reading and grammar rules to be the key to language in general.

The Relevant Literature: Reports From China, Mexico and Jordan

The two articles and a TESOL '81 presentation which are cited in this section influenced the materials and course design in general which are the subject of this paper. Most teacher trainers feel that English should be taught in a non-prescriptive and communicative student-centered manner, but many of these same teacher trainers are so emphatic on the matter that their courses for teachers are prescriptive. Also, when teacher training courses are prescriptive and trainer-centered, trainees are likely inwardly to reject the methods being demonstrated; they are likely to revert to teaching in the way in which they were taught. These were among the main points of a presentation by Ms. Luisa Figueroa at TESOL '81 of a paper authored by herself and Ms. Angela Petruso, both of the Universidad Autonoma Metropolitana (Mexico City), and entitled "Teacher Training/Learner Training: A Reevaluation." An interesting supplementary point emerged in discussion: a teacher trainer may prescribe student-centered classes but then go on to illustrate so many teacher-centered techniques that the new teacher can not resist turning his or her class into a teacher-centered one. In general, "teachers are not willing to make pedagogical applications from vicarious knowledge of theory and research."

On the other hand, if pre-service or in-service teacher trainees are expected to accept demonstrations of modern methods and teaching techniques,

they will have to be exposed to a certain amount of theory. Two teacher trainers working in Shanghai, China, found that teachers revert to teaching in the way in which they were taught if teacher trainers launch too directly into practical workshops and practical demonstrations of what are for such teachers "radical" new cognitive methods. William Grabe and Denise Mahon (1981) found that the new teachers nod appreciatively (in Turkey I thought they smiled enigmatically) and reject inwardly. They know, instinctively, that such methods are foolish games that "will not work in China." Trainees have to be given basic theory They managed themselves to learn English through a combination of grammar-translation techniques modified by audiolingual ones. They know very little of the developments in thought which have led to recent changes in classroom approach. Grabe and Mahon suggest that perhaps the key is to present certain important underlying concepts in contexts familiar to trainees and to bring out carefully the usefulness of these principles in creating modern methods. This simple thought was constantly in mind during the development of the materials used in Cairo.

In a vein similar to the experiences of teacher trainers in Shanghai, a group of Arabic speaking E.F.L. teachers for whom the American University in Cairo conducted in-service training in Dhahran in 1981 reacted in a way which the teacher trainers could not at first understand. The teacher trainers had been told repeatedly and emphatically that the workshops should be practical, not theoretical. The teacher trainers made every effort to oblige, and the demonstrations consisted of a series of very down-to-earth techniques for the student-centered classroom. Trainees commented on site that "The workshops were very interesting, but it won't work with our students." Like the Chinese teachers, they could not see our modern techniques as feasible because they continued to hold assumptions about language and language learning

which are consistent with grammar-translation and audiolingual techniques. Later the teacher trainers began to realize where communication had broken down. The trainers thought of practical cognitive (or practical behaviorist) techniques as practical; the trainees in Dhahran thought of audiolingual techniques as practical and of cognitive techniques as theoretical.

Russel N. Campbell, Mary Ghali and Maurice Imhoof published an article in 1975 entitled "The Jordanian In-service Teacher Training Program" (Campbell, Ghali and Imhoof: 1975) based on experience in the early 1970's. The basic point of this article was that in-service training might be more effective than traditional pre-service training. The authors noticed that in-service trainees were "better able to see the relevance of their instruction to the teaching situation." (p. 28) While the truth of this observation may easily be acceptable, the implications are rarely acted upon. Teacher trainers should stress their own teaching experience and that of in-service trainees rather than report on the literature, even while attempting to change trainee attitudes and assumptions about language and language learning. Another corollary was experimented with in the design of the project reported upon in this paper: the distinction between pre-service and in-service can be put aside and trainees with experience but in need of upgrading can be mixed with merely prospective teachers.

The Materials

The materials were prepared over a period of one year since TESOL '81, except for the first "discussion paper," which was written in 1980. They included a brief introduction and eight "discussion papers" designed to stimulate discussion in either pre-service or in-service traininng efforts. The total number of double spaced typed pages was 332, so that it worked out to an average of about 40 pages of reading as preparation for most meetings

of the training group, which took place over ten weeks in Cairo during the winter and early spring preceding TESOL '82.

In line with the assumption that teachers need some philosophy of language and learning if they are to accept new methods, the reading consisted of roughly one third "theoretical background," or approach and method couched in terms of teaching experience. Consistent with the needs of teacher trainers in the Arabic speaking world to illustrate the ideas of the cognitive approach with appropriate communicative techniques, about one third of the material described classroom activities. In the same vein, about one third of the pages dealt with materials development ideas. This was the case in part because the majority of teachers working in the Arabic speaking world work with "packaged materials" which are more often than not audiolingual in orientation. Teachers working with packaged courses and pacing schedules (who have to cover certain pages on certain hours) and who have huge teaching loads of five and six hours per day need ideas that take only a few minutes. Even an overworked teacher can plan techniques and develop materials that will relieve or even eliminate drudgery on the firing line and allow students to actually enjoy themselves, thus making the day less tiring in the long run. "Recycling," for example, can save time, and therefore should not be considered a threat to the pacing schedule. All of the materials were oriented toward teachers working with Arabic speakers.

Paper One is entitled "Arab Attitudes Toward Language and the Effects on the Teaching and Learning of English." In the hope of stimulating discussion about language change and prescriptive grammar, the case was made rather strongly that classical and modern standard Arabic is in many senses the first foreign language experience of our students and this experience influences their expectations in the E.F.L. classroom at a later stage. These students assume that memorizing rules and vocabulary are the key to success. Styles

of speaking other than the formally recognized standard are inferior. "Grammar" is even associated with religious orthodoxy. Of course it is hardly the province of English teachers to question the philosophy of language and the intent behind the teaching of classical Arabic, but teacher trainers must make every effort at least to separate thinking about the reasons children learn Arabic grammar and the methods by which they learn English as a foreign language. Arabic speaking teachers are so conservative about E.F.L. methodology in part because of language learning habits instilled in them from childhood.

Paper Two is entitled "Contrastive Analysis of Arabic and English and Error Analysis." Here the point is stressed that most errors in English stem from misapplication of English rules rather than from transfer of Arabic rules, as most trainees tend to believe. In a section "What Contrastive Analysis Can Do" two subsidiary points are stressed: (1) that our students have trouble developing their vocabulary at least as much because of the different root system as because of lack of cognates; (2) that there is a difference between saying that Arabic has fewer tense forms (it does have fewer explicit forms) and that it has fewer tenses (all time relations which are expressed in English with explicit forms can be expressed in Arabic through adverbials or other means). In a section "Language Acquisition and Error Analysis" the point was illustrated that some errors under some conditions are signs of progress and should not necessarily be corrected with the "slap-on-the-wrist method," as many teachers are inclined to do.

Paper Three is entitled "E.F.L. Methodology and Practice in the Arab World." "Approach, method and technique" (Anthony: 1963) were explained, past and "future" methods were surveyed and the point was made that Community Language Learning, the Silent Way and Total Physical Response all have perspectives which

would be salutory if synthesized with traditional classroom practices. The second half of the paper illustrated general cognitive approach student-centered techniques (pair work, language games, etc.) The concept of "playing with" or "enjoying" language in a classroom is, after all, very unfamiliar in the Muslim world. (See also Omar: 1973, p. 21.)

Paper Four is entitled "Sounds/Pronunciation." It includes the terminology of phonetics and phonology; contrastive charts of Arabic and English; Arabic rules where interference is likely to occur, such as syllable stress; a section emphasizing priorities in the teaching of pronunciation, which is based in part on Prator: 1971, since most of our new teachers tend to concentrate on isolated sounds and allophones and to be unaware of the importance of stress and intonation; a section based on De Cozar: 1979, which stresses how sociolinguistic factors affect the transfer of Arabic velarization to English. The largest single section, about a third of the paper, discusses "specific exercise ideas" which are oriented toward the problems of Arabic speakers. For example, the importance of working on schwa was demonstrated with materials adapted from Haycroft: 1971, since even the teachers themselves often fail to reduce unstressed vowels.

Paper Five is entitled "Sounds/Listening." In the general approach section there is much stress on listening as an integrative skill, since most of our new teachers tend to assume that skills should be taught separately. In the section on specific listening exercises the work of Norman Gary and the late Judith O. Gary on delayed oral response, listening based language instruction was reviewed antecdotally and favorably..(See also Gary and Gary: 1980.) Norman Gary's textbook materials were illustrated (from perusal of drafts, since the material will be published next year). The basic idea here was that perhaps too much stress on early oral practice leads to greater

interference problems in the long run. Listening in the Real World (Rost and Stratton: 1978) was illustrated, since most of our teachers are shocked by teaching students reductions and informal language in general. Numerous unpublished materials developed at the American University in Cairo were illustrated, with emphasis on materials which are salutory for our traditionalist teachers. There was in general an emphasis on exercise ideas which stress live language and informal usage.

Paper Six is entitled "Grammar/The Natural [illegible]." It contains three sections. "Grammar As A Psychological Problem" is based in part on Brown: 1972, and it reiterates the distinction between form and meaning, school grammar and meaningful communication, since the emphasis in the Arabic speaking area is so often on form and school grammar. This same section introduces the controlled-manipulative-communicative drill distinction, since our teachers are disinclined to allow free communication to take place. The section "What Comes First?" deals with sequencing and recommendations based on the needs of Arabic speakers. The final section, "Creating Contexts for Grammar Practice" was written with Slager: 1973 in mind. It refers very favorably to an unpublished teacher's manual by Mary Badawi of the English Language Institute of the A.U.C. entitled "Let's Talk Grammar - A Teacher's Handbook." The title of this handbook is misleading in that grammar per se is not discussed; the manual presents a series of techniques for contextualizing grammar practice. Drills are controlled in that the teacher's questions are designed to elicit the use of certain forms, but they are communicative in that students are encouraged to give humorous or personally meaningful replies to the questions. (Ms. Badawi demonstrated her techniques to the group. The drills were surprising and yet convincing to teachers who were first exposed to English in situations where the teacher and the book were the only sources of input.)

Paper Seven is entitled "The Written Word/Reading and Writing." The section on "An Approach To the Teaching of Reading and Writing" is based in part on Dubin and Olshtain: 1980 and stresses the ways in which good writing practice and successful reading strategy are related, since there is the tendency in the Arabic speaking area to teach E.F.L. skills in a very compartmentalized fashion. The issue of transfer of Arabic style into English is mentioned and certain remedies are proposed. In the section "An Approach To the Teaching of Vocabulary" there is much emphasis on teaching students to guess vocabulary from context, since they literally look up words before they finish reading a sentence. There follow almost fifty pages of exercise and materials development ideas which are oriented toward Arabic speaking students. The section on techniques stresses ways in which students can practice reading for meaning and writing for communication while they are still working on mechanics, since students in the area are usually exposed only to very mechanical writing exercises and very literal reading comprehension exercises. A section on ESP deliberately stresses the limitations of ESP as a separate field, since so many training managers from large companies in Egypt and the Gulf tend to see ESP as an "extra short path" to technological English and tend to insist that "a great deal of vocabulary is just what our students need," with little understanding of the pedagogical limitations of such an approach.

Paper Eight is entitled "Classroom Management." The section on "The Nature of the Learner" stresses the importance of knowledge of how learners learn and explains briefly different kinds of motivation. It gives the gist of Earl Stevick's Memory Meaning and Method (1976) and A Way and Ways (1980). Acquisition models proposed by Schumann (1978) and Krashen (1981) are mentioned to make the point that what takes place in the classroom is only

a part of what determines success or failure. Other sections deal with basic testing terminology (with stress on the limitations of discrete point testing as a measure of communicative skill), course and lesson planning and correction techniques (with stress on peer techniques and non-threatening approaches). Discipline problems typical of low motivation groups sponsored by governmental agencies, the military or large corporations in the Gulf are recounted and analyzed in terms suggested by Allwright ;1980.

The Conclusion to the discussion papers relates different models of what a teacher should be--a "technician," "artist" or "craftsman." (See Hepworth and Krahnke: 1981.) In the Arab world, administrators for large companies often consider a good lesson to be one which "covers" the precisely specified pages from the "packaged" probably audiolingual course. Teachers often wish they had fewer classroom hours, more freedom of maneuver and better facilities to develop materials to suit particular classes. Epithets such as "prima donna" and "fascist slave driver" (literally) were heard on my visits to the Gulf, depending on whether I was talking to administrators or teachers. Teachers who are interested in the suggestions included in the discussion papers, it was pointed out, ought to think carefully about educating administrators who are not; administrators who feel compelled to stress "program coordination" and "teacher discipline" to the exclusion of teacher creativity would get better program results if they helped teachers find the few extra minutes necessary to plan interesting and varied classes. The solution might be the "teacher as craftsman" who recognizes the need to be creative and to supplement materials but who also understands the need to contribute to overall program coordination.

The Course Design

The materials summarized above were tried out on a group of teachers and prospective teachers who met on ten Sunday mornings for three-hour discussion sessions which were centered around the topics of the "discussion papers." The course also included the demonstration by Mary Badawi of techniques for contextualizing grammar practice, a lecture by Mary Ghali, also of the English Language Institute of the American University in Cairo, on the issues surrounding ESP, and a demonstration of current materials by Christopher Hartley, the Longman representative in Cairo. The course itself was sponsored by the Division of Commercial and Industrial Training of the American University in Cairo.

A questionnaire had been designed to elicit teacher trainee views regarding language and language learning. It consisted of seventy-five True-False questions. The trainees were asked to explain why statements which they marked False were so marked and to qualify or elaborate when they marked True whenever it was felt necessary. A few points that were considered especially important were rephrased and restated in order to verify results. In the following section of this paper, sixteen of these questions and the results are quoted. The number of questions shown is limited for the following reasons:

1) Some were very badly phrased and comments by group members indicated that they had been interpreted differently by different individuals; thus, they were invalid in determining attitudes.

2) The results on some questions showed where I had been mistaken in my hypotheses about what teachers were thinking; for example, trainees are in general positive about early practice in speaking.

3) Some of the questions were repetitious.

4) A few questions had to be omitted because of space limitations.

As soon as the questionnaire had been administered, it was taken up and the trainees did not see it again until the effective end of the course, when they took the same questionnaire again. This was done to determine the impact of the intervening reading and discussion. Some trainees were perhaps interested in changing as few answers as possible and others may have tried to change in order to please the "discussion leader." In both cases they were compromising the validity of the questionnaire. Nevertheless, nine weeks had elapsed, and they had forgotten their answers on most of the issues where their opinions were changing. Most of the trainees made between twelve and twenty changes on substantive issues.

There was no exam for a grade and every effort was made to be consistent with the premises of the course suggested in the section above on "the relevant literature." That is, the instructor stayed out of discussion as much as possible, so much so that there were mild complaints that "somebody has to explain." Four of the trainees had no experience in T.E.F.L. A fifth had no T.E.F.L. experience but had taught science courses for eight years. Two of the trainees had three months of experience when the course began, one had four months and another had three years. Attendance averaged 90% (nine out of ten mornings present), not counting one individual who attended only three times due to prior teaching commitments but who did the reading and discussed it with the instructor and who took the questionnaire at the beginning and at the end of the course.

Originally, it was planned to measure the attitudes of non-Arabs in the trainee group vis-a-vis those of the Egyptians. However, one of the non-Egyptians was an American Muslim and two were raised in missionary schools in Africa. There was no distinguishable pattern of prescriptive or conservative outlook based on nationality.

The Questionnaire: Pre and Post-Course Results (Before and After the Reading)

1. Speaking and understanding a language are equally natural and inevitable and done equally well by all native speakers of a language as long as they are basically healthy.

pre-test	post-test
T 5	T 7
F 4	F 2

(There was not much movement on this issue. Not all trainees were inclined to accept that dialects are as expressive as standards or that speakers from lower socio-economic groups are as fluent as speakers from higher socio-economic groups.)

2. Grammar should be emphasized to help students avoid mistakes when speaking.

pre-test	post-test
T 6	T 3
F 3	F 6

(There was a shift in the number of trainees who accepted that natural input is as useful as controlled grammar drills.)

3. Most of the problems which occur in learning a second language can be traced to "interference" from the first language--using the rules for the first language incorrectly in the second.

pre-test	post-test
T 8	T 8
F 1	F 1

(Examples of grammar errors caused by misapplication of English rules were cited in the reading and discussion, but discussion of Arabic interference in pronunciation, stylistics and reading strategies clouded the issue. Also, the phrase "most of the problems" is excessively vague. Results do indicate the extent to which the assumptions of traditional contrastive analysis are held.)

4. When a child says "Daddy teached me how!" after having correctly imitated taught on previous occasions, the child should be corrected immediately.

pre-test	post-test	
T 7	T 0	
F 2	F 8	
	NA 1	(NA = no answer)

(It is interesting that six of the seven individuals who marked T on the pre-test were not at the time living with an 11 children, but both of the individuals who marked F were. Pre-test results confirmed the generally prescriptive attitude toward grammar and correction held by the trainees. Fortunately there was much greater movement on this more specific question than on question number 3.)

5. Knowing Arabic can help teachers to understand which errors should be corrected immediately and which errors can be expected to correct themselves.

pre-test	post-test
T 5	T 8
F 4	F 1

(Comments on the pre-test showed that the objection to this statement was not that knowing Arabic helps to understand errors but that errors should be left uncorrected. The readings stressed correction techniques enough that there was progress on this issue.)

6. A useful type of drill is to ask students to change sentences from one tense to another, notably simple present sentences to present continuous sentences.

pre-test	post-test
T 9	T 5
F 0	F 4

(Trainee views on the pre-test indicate the extent to which they hold audiolingual assumptions. The paper on contrastive and error analysis suggested that drills of the type indicated in the question are inadvisable because students will only confuse these forms, which according to their tense and aspect system represent the same time concept; rather it is advisable to work on the forms separately in contextualized situations. There was a partial change of opinion by the time of the post-test, but comments showed that certain trainees "still felt" that student confused the forms and therefore should drill them in relation to one another.)

7. Skills should be taught in the following sequence: listening, speaking, reading and writing.

pre-test	post-test
T 8	T 5
F 1	F 4

(Actually three marked F on the pre-test but I am treating their answers as True because their comments were to merely rearrange the order of the skills to be taught separately. My intention was to check if it is true that they held the view that skills should be taught separately. They did.)

8. Listening and reading are "passive" skills. Speaking and writing are "active" skills.

pre-test	post-test
T 7	T 5
F 2	F 4

(The problems with this classic audiolingual supposition were mentioned in the reading and in discussion. However, it was argued strongly that a listener and reader can not change what he or she is listening to or reading. Also, the section on reading, which emphasized reading as an active skill requiring a strategy, was not handed out until after the post-test.)

9. Students should be encouraged to talk in the classroom about their personal problems and private lives.

pre-test	post-test
T 5	T 8
F 4	F 1

(Ms. Mary Badawi's demonstration of her techniques for contextualizing grammar practice seems to have swayed the trainees to accept self-expression of individuals as excellent input for groups.)

10. Asking students to read at the basic level is bad for pronunciation.

pre-test	post-test
T 5	T 5
F 4	F 4

(Although two individuals switched their answers on the pre-test and post-test, overall there was no change of position. The group had discussed current investigations of delayed-oral-response techniques (see synopsis of Paper Five) but rejected them based on strong feeling that such techniques would be harmful to motivation.)

11. During the initial stages (of instruction) it is advisable to slow speech down so that students distinguish sounds and words in isolation.

pre-test	post-test
T 8	T 5
F 1	F 4

(Most of the session on listening consisted of demonstrations of different types of materials and the point was never made explicitly that this is a wrong statement. However, in the reading there was mention of the idea that an instructor should slow down only at critical syntactical markers, in order to maintain the naturalness of speech.)

12. Arab students from lower socio-economic levels will usually have greater pronunciation problems in English than students from upper socio-economic levels.

pre-test	post-test
T 5	T 7
F 4	F 1
	NA 1

(See comment below question 13.)

13. Males will generally have greater pronunciation problems when learning English than will females.

pre-test	post-test
T 2	T 6
F 7	F 3

(The change on the previous two questions was due to mention in Paper Four of the results of research described in De Cozar: 1979. Although there are too many possible variables to allow absolute statements about transfer of velarization into English, it does seem that males velarize more than females and certain socio-economic groups velarize more than others and that this transfers into English.)

14. Vocabulary is the key to the teaching of reading.

pre-test	post-test
T 8	T 3
F 1	F 6

(It seemed particularly important to measure attitudes regarding this statement because of the tendency of the students to rely on lists of one word translations. Ms. Ghali's lecture on ESP, mentioned in the discussion of the course plan, stressed the importance of syntactic markers, articles, time distinctions, anaphoric referents, etc. in developing reading skills. This seems to have been effective in changing the response.)

15. In the development of writing skills the best approach is to move from sentences to paragraphs and then to longer essays.

pre-test	post-test
T 8	T 8
F 1	F 1

(The paper which covered writing was not handed out until after the post-test had been administered. The results are reported here to indicate the extent to which trainees think in terms of controlled practice of forms.)

16. IQ levels do not affect the learning of listening comprehension and speaking skills.

pre-test	post-test
T 2	T 7
F 7	F 1
	NA 1

(The group had rather heated a discussion about this problem. A consensus seemed to emerge that IQ could affect test taking skills but not ability to understand and speak in a communicative situation. The results showed the same pattern as those cited under question 1.)

Conclusions and Plans

Although the questionnaire itself was flawed, together with discussion it helped bring out two basic points:

(1) The written materials addressed themselves to the basic assumptions about language and language learning which affect the practical conduct of teachers working in the Arabic speaking countries;

(2) There were problems with the planning of the course which can, however, be easily remedied.

For the first point, it is clear that experienced teachers hold very traditional assumptions which are generally associated with grammar-translation and unmodified audiolingual methodology, thus making it difficult for old teachers to accept new methods. They believe in prescriptive grammar, drills which manipulate forms, vocabulary lists and slap-on-the-wrist correction techniques. Communicative student-centered language learning would not occur to them or be accepted without some liberalization of their viewpoint.

For the second point, on many issues the questionnaire showed that certain of the trainees remained unmoved in their understanding of important matters. (It is being assumed that readers of this paper agree that skills should of course not be taught separately and that reading and writing should not be treated as "passive," certainly not without major qualifications.) Perhaps the problems in course design included a slightly over-done non-participant style on my own part, but more basic were the following:

1) There was not enough time to read thoroughly parts of the material (the reading and writing section was not handed out until after the post-test) and there was not enough time to let the ideas simmer together with experience. The post-test was given too soon.

2) The questionnaire should be re-written.

3) There should have been more demonstrations and visits by master teachers.

The discussion papers will be used again. They were aimed in the right direction. It would be useful, the next time, to have a "control group." That is, another version of the training course using the same materials could be given to an "experimental group." An equivalent "control group" could launch immediately into the usual "practical demonstrations" and workshops and do without the reading and discussion component. An objective teacher effectiveness instrument could be used after some months to see the extent to which the "experimental group" was or was not teaching more effectively.

There was no absolutely clear indication from the post-course questionnaire that trainees already in the classroom learned more than trainees only planning to teach. However, it was manifestly clear in the discussion that trainees already in the classroom enjoyed the reading material and participated in discussion more than those who were not yet practitioners. Also, mixing the pre-service trainees with the in-service

trainees worked very well. The pre-service group gained from the experience and liveliness of the in-service group. The in-service group gained too from having an audience to whom they could relay their experience.

Allwright, Richard L. Classroom method and management of learning. A class offered at the 1980 Linguistic Institute TESOL Institute. June 16 to August 8, 1980. University of New Mexico. Albuquerque.

Anthony, Edward M. 1963. Approach, method, and technique. English Language Teaching 17, 2: 63-67.

Badawi, Mary. 1981. Let's talk grammar - A teacher's handbook. Unpublished manuscript. Cairo.

Brown, H. Douglas. 1972. The psychological reality of 'grammar' in the ESL classroom. TESOL Quarterly 6, 3: 263-269.

Campbell, Russell N., Mary Ghali and Maurice Imhoof. 1975. The Jordanian inservice teacher training program. TESOL Quartely 9, 1: 23-29.

De Cozar, Victor. 1979. The transfer of velarization into the pronunciation of English by native speakers of colloquial Egyptian Arabic. Unpublished M.A. Thesis. The American University in Cairo.

Dubin, Fraida and Elite Olshtain. 1980. The interface of writing and reading. TESOL Quarterly 14, 4: 353-363.

Figueroa, Lusia and Angela Petruso. 1981. Teacher training/learner training: a reevaluation. Paper presented at the Fifteenth Annual International Conference of TESOL. Detroit, Michigan, March 1981.

Gary, Judith O. and Norman Gary. 1980. Comprehension-oriented foreign language instruction: an overview. The Linguistic Reporter 23, 3: 4-5.

Grabe, William and Denise Mahon. 1981. Comments on methodology-oriented teacher training programs in China. TESOL Quarterly 15, 2: 207-209.

Haycroft, Brita. 1971. The teaching of pronunciation A classroom guide. London: Longman.

Hepworth, George R. and Karl J. Krahnke, 1981. What do you want to be?: role models for the ESL teacher. TESOL Newsletter 15, 5: 23-24.

Krashen, Steven 1981. Second language acquisition and second language learning. Oxford: Pergamon Press.

Model Readers: Reader One. 1955. (No author given). London: Longman.

Omar, Margaret K. 1973. The acquisition of Egyptian Arabic as a native language. Paris: Mouton.

Prator. Clifford. 1971. Phonetics vs. phonemics in the ESL classroom: when is allophonic accuracy important? TESOL Quarterly 5, 1: 61-72.

Rost, Michael L. and Robert K. Stratton. 1978. Listening in the real world: clues to English conversation. Tucson, Arizona: Lingual House Publishing Company.

Slager, William R. 1973. Creating contexts for language practice. TESOL Quarterly 7, 1: 35-50.

Stevick, Earl. 1975. Memory meaning method. Rowley, Mass.: Newbury House.

_____. 1980. Teaching languages A way and ways. Rowley, Mass.: Newbury House.

Schumann, John H. 1978. The acculturation model for second language acquisition. Second language acquisition and foreign language teaching, ed. by Rosario C. Gingras. Arlington, Virginia. Center for Applied Linguistics.